

Cottageville Elementary

PO Box 208
Cottageville, SC 29435

Grades	PK-5 Elementary School	
Enrollment	364 Students	
Principal	Karl Naugle	843-835-5716
Superintendent	Charles W. Gale Jr.	843-549-5611
Board Chair	Michael Crosby	843-549-5715

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	27	85	26

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Unsatisfactory	No
2006	Below Average	Average	No

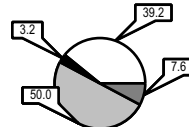
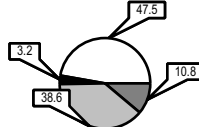
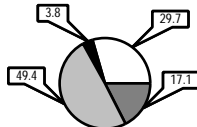
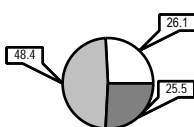
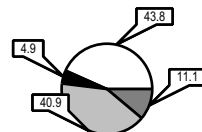
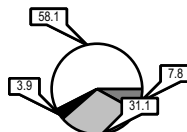
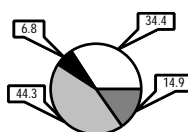
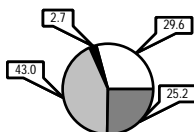
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	168	94.0	25.7	48.6	25.7	0.0	34.5	Yes	Yes
Gender									
Male	91	92.3	31.2	49.4	19.5	0.0	24.7	N/A	N/A
Female	77	96.1	19.7	47.9	32.4	0.0	45.1	N/A	N/A
Racial/Ethnic Group									
White	90	96.7	15.9	48.8	35.4	0.0	47.6	Yes	Yes
African American	71	90.1	38.3	46.7	15.0	0.0	18.3	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	145	99.3	23.0	49.6	27.4	0.0	36.3	N/A	N/A
Disabled	23	60.9	53.8	38.5	7.7	0.0	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	94.0	25.7	48.6	25.7	0.0	34.5	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	167	94.0	25.2	49.0	25.9	0.0	34.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	133	93.2	28.9	52.6	18.4	0.0	28.1	Yes	Yes
Full-pay meals	35	97.1	14.7	35.3	50.0	0.0	55.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	168	94.0	27.7	50.0	18.2	4.1	37.2	Yes	Yes
Gender									
Male	91	92.3	27.3	55.8	14.3	2.6	33.8	N/A	N/A
Female	77	96.1	28.2	43.7	22.5	5.6	40.8	N/A	N/A
Racial/Ethnic Group									
White	90	96.7	19.5	48.8	24.4	7.3	50.0	Yes	Yes
African American	71	90.1	40.0	53.3	6.7	0.0	15.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	145	99.3	24.4	52.6	19.3	3.7	37.8	N/A	N/A
Disabled	23	60.9	61.5	23.1	7.7	7.7	30.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	94.0	27.7	50.0	18.2	4.1	37.2	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	167	94.0	27.9	49.7	18.4	4.1	36.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	133	93.2	30.7	50.0	14.9	4.4	29.8	Yes	Yes
Full-pay meals	35	97.1	17.6	50.0	29.4	2.9	61.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	168	99.4	47.1	38.9	10.8	3.2	14.0
Gender							
Male	91	100.0	50.0	35.7	11.9	2.4	14.3
Female	77	98.7	43.8	42.5	9.6	4.1	13.7
Racial/Ethnic Group							
White	90	100.0	30.6	47.1	16.5	5.9	22.4
African American	71	98.6	69.7	25.8	4.5	0.0	4.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	145	99.3	41.5	43.0	11.9	3.7	15.6
Disabled	23	100.0	81.8	13.6	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	99.4	47.1	38.9	10.8	3.2	14.0
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	167	99.4	46.8	39.1	10.9	3.2	14.1
Socio-Economic Status							
Subsidized meals	133	99.2	52.5	37.7	7.4	2.5	9.8
Full-pay meals	35	100.0	28.6	42.9	22.9	5.7	28.6

Social Studies							
All Students	168	99.4	38.9	50.3	7.6	3.2	10.8
Gender							
Male	91	100.0	44.0	45.2	7.1	3.6	10.7
Female	77	98.7	32.9	56.2	8.2	2.7	11.0
Racial/Ethnic Group							
White	90	100.0	30.6	50.6	12.9	5.9	18.8
African American	71	98.6	51.5	47.0	1.5	0.0	1.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	145	99.3	35.6	51.9	8.9	3.7	12.6
Disabled	23	100.0	59.1	40.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	99.4	38.9	50.3	7.6	3.2	10.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	167	99.4	39.1	50.0	7.7	3.2	10.9
Socio-Economic Status							
Subsidized meals	133	99.2	45.1	50.0	3.3	1.6	4.9
Full-pay meals	35	100.0	17.1	51.4	22.9	8.6	31.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	48	97.9	18.2	45.5	31.8	4.5	36.4
	4	55	98.2	39.1	30.4	28.3	2.2	30.4
	5	64	98.4	40.4	47.4	12.3	0.0	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	96.3	17.8	51.1	31.1	0.0	31.1
	4	53	94.3	40.0	42.0	18.0	0.0	18.0
	5	61	91.8	18.9	52.8	28.3	0.0	28.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	48	100.0	24.4	71.1	4.4	0.0	4.4
	4	55	98.2	34.8	37.0	17.4	10.9	28.3
	5	64	100.0	41.4	43.1	13.8	1.7	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	96.3	28.9	53.3	17.8	0.0	17.8
	4	53	94.3	24.0	56.0	12.0	8.0	20.0
	5	61	91.8	30.2	41.5	24.5	3.8	28.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	48	97.9	68.2	29.5	2.3	0.0	2.3
	4	55	98.2	45.7	37.0	13.0	4.3	17.4
	5	64	100.0	70.7	19.0	8.6	1.7	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	40.4	51.1	6.4	2.1	8.5
	4	53	98.1	57.7	26.9	13.5	1.9	15.4
	5	61	100.0	43.1	39.7	12.1	5.2	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	48	97.9	54.5	40.9	4.5	0.0	4.5
	4	55	98.2	32.6	60.9	6.5	0.0	6.5
	5	64	100.0	36.2	48.3	12.1	3.4	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	14.9	63.8	14.9	6.4	21.3
	4	53	98.1	53.8	44.2	1.9	0.0	1.9
	5	61	100.0	44.8	44.8	6.9	3.4	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 364)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.9%	Up from 6.7%	4.0%	2.8%
Attendance rate	95.8%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Up from 1.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%	Up from 2.4%	0.0%	0.0%
Eligible for gifted and talented	6.4%	Down from 9.2%	4.8%	10.4%
On academic plans	0.0%	N/AV	46.5%	33.6%
On academic probation	0.0%	N/AV	1.2%	1.0%
With disabilities other than speech	3.7%	Down from 4.9%	7.2%	7.5%
Older than usual for grade	1.8%	Up from 1.2%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	39.1%	Down from 47.6%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.9%	N/A	4.2%	2.4%
Teachers with emergency or provisional certificates	9.5%	Down from 10.5%	2.4%	0.0%
Teachers returning from previous year	87.0%	Up from 74.9%	84.9%	87.3%
Teacher attendance rate	93.1%	Down from 100.0%	94.6%	94.9%
Average teacher salary	\$38,090	Up 2.8%	\$41,292	\$42,485
Prof. development days/teacher	20.9 days	Up from 14.1 days	13.6 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.1 to 1	16.6 to 1	18.6 to 1
Prime instructional time	85.9%	Down from 95.6%	88.8%	89.7%
Dollars spent per pupil*	\$5,001	Down 6.4%	\$7,271	\$6,557
Percent of expenditures for teacher salaries*	67.7%	Up from 64.5%	61.9%	64.0%
Percent of expenditures for instruction*	69.4%		69.0%	69.1%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cottageville Elementary School serves the community as a pre-Kindergarten through fifth grade school. The school's student body consists of a diverse group of Caucasian, African American, American Indian, and Hispanic children. The Cottageville area is one of the fastest growing areas in the county. Overcrowding has resulted in classrooms that are too small. Some students are in portable classrooms, and most of our itinerant staff members have to share classrooms. The 366 students strive every day to learn and achieve at the highest level.

The school has become a vital part of the community. The PTO, School Improvement Council, parent volunteers, town council, and local churches have expended their energies to make Cottageville Elementary a warm and inviting place where students are challenged to reach their full potential.

The dedicated teachers have embraced the Cunningham 4-Blocks Language Arts model, the 4-Frames Math program, S.T.E.P.S., and the High Scope pre-Kindergarten program in order to improve the students' reading, math, and social skills. C.H.A.M.P.S. was added to promote and improve character traits and citizenship. Houdini was invited to present a pre-PACT assembly for the whole school. He used magic to teach students how to achieve in life and in school. A science coach was added and new kits were ordered for the school to improve science test scores.

All Honor Roll students were treated to an evening assembly and rewards each nine weeks. The children with no discipline trips to the office were invited to an ice cream party on the lawn. The staff challenged the students with 18 bicycles to attend school and achieve. They continued the Citizen of the Day, Best Kids on the Block, and quarterly drawings for perfect attendance. These have created a higher level of accountability in the students to achieve all that they can.

Volunteers set up a parenting room, held the Fall Festival of Learning, the PACT incentive Field Day, Relay for Life functions, as well as Santa's Secret Gift Shop. Volunteers also ran the Just Say No Cheerleaders, provided meals for the teachers and Teacher Appreciation Week treats, tutored students and helped in classrooms. The volunteers donated more hours than any other school in the district this year.

With all of these efforts on the part of parents, teachers, students, and the community, we look forward to soaring even higher next year.

Karl Naugle, Principal
Tracy Yocum, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	56	35
Percent satisfied with learning environment	91.7%	80.4%	77.1%
Percent satisfied with social and physical environment	91.7%	78.6%	74.3%
Percent satisfied with school-home relations	91.7%	91.1%	79.4%

*Only students at the highest elementary school grade level at this school and their parents were included.